**Grades 6-12 ELA Lesson Plan**

**Teacher:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Grade/Course:** \_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **Unit Title:** This is My Story Part II | | **Corresponding Unit Task:** Performance Task 3; Days 1-2 |
| **Unit EQ(s):** | How do different authors portray the same historical events or time periods in different ways?  How do different authors writing about the same topic shape their presentations of topics?  Why is it important to study historical events from a variety of perspectives? | |
| **Essential Vocabulary** | Comparison, contrast, prompt, similarities, differences, block method, point-by-point method, transitional expressions, draft | |
| **Materials/Resources** | Holt Literature Comparision/Contrast Essay Writing Workshop, pp.772-776; Completed foldable from Performance Task 2 | |
| **Bell Ringer/Activator** | DGP | |
|  |  | |
| **Balanced Literacy Components Addressed:**   * Reading * Writing * Word Study * Speaking & Listening   **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Common Core State Standards:**  **RL 7.9;** **RI.7.9;** **W.7.2 A-F;** **SL.7.2; L.7.6**  **I Can Statements:**  I can compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.  I can analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.  I can write informative explanatory texts to examine a topic and convey ideas through analysis of relevant content.  I can analyze the main ideas and supporting details presented in a biography, poem and a video, and explain how the ideas clarify a topic.    I can use accurately grade-appropriate general academic and domain-specific words and phrases.  **Instructional Plan:**   * Students activate prior knowledge the writing process using carousel brainstorming by visiting prewriting, drafting, and revising stations to list information they already know about the writing process. * Teacher processes the information from the brainstorming activity to give students an overview of the writing process. * Students preview pp. 772-776 to determine where they are in the writing process with the assigned essay, according to their completed foldable from Performance Task 2. * With teacher assistance, students individually analyze their foldables for similarities and differences between the three texts to complete a comparison and contrast foldable.   \*Students will write a summary paragraph of each page of their foldable  on the comparison and contrast foldable.  \*Students will identify 2 or more similarities and differences between the  three texts, and write 2-3 sentences explaining each on their foldable.   * Teacher models the block method of organization and the point-by-point method of organization of comparison and contrast essays to assist students in selecting the most appropriate method for their essays. * Using their completed comparison and contrast foldables, their previous foldable, and the texts to provide evidence to write a draft of their comparison and contrast essay. | |
| **Closing/Summarizing Strategy** | On a sticky note, post the similarity or difference between the three text that you believe is the most important. | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Differentiation Strategies** | **Extension** | **Intervention** | **Language Development** |
|  |  |  |
| **Assessment(s)** |  | | |
| **Reflection** |  | | |